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# Extra, Extra...Read All About It

## Media - Reading Newspapers

**Including:**

Introduction/initial assessment
Perspective
Identifying Newspaper Components
Only the Facts Please!
What's Your Opinion?
The Cost of Doing Business
Getting Your Message Across

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A Unit for Grade 7

**Written by:**

**Bev Coles, Pietrina Orlandi, Betty Goulden (Project Leader)**

Length of Unit: approximately: 13.3 hours

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**A Unit for Grade 7**
**Written by:**

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York Catholic District School Board

**Based on a unit by:**

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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

## Extra, Extra...Read All About It
**Media - Reading Newspapers A Unit for Grade 7**

# Task Context

This unit provides students with opportunities to inquire about, synthesize, reflect upon, respond to, and demonstrate the role of media, in particular newspapers and in their lives. Subtasks address the importance for students to become media literate as they reflect on media influences, biases, attitudes, and values in everyday life and how these influences reflect Gospel Values. Students learn to recognize biases presented in text and have opportunities to develop understanding of the media, specifically newspapers and their components, while making informed choices about what they read and believe to be true as a person formed by Catholic traditions. Critical thinking and forming inquiries/opinions are skills used during this unit that can be applied in future experiences when reading newspapers. Stewardship is an integral part of Subtask 6, where students realize the need to respect the environment and to use the earth's resources wisely. In the culminating activity, students incorporate their learning by developing a simulated version of a newspaper while working effectively as interdependent team members. A reading response to a letter to the editor gives students an opportunity to respond critically to their peers' newspaper.

**Focus of this Unit**
**Extra, Extra...Read All About It** is a language unit that uses analysis of newspapers as content to help students develop concepts and skills from the three strands of the language curriculum. While expectations from all three strands of language could be achieved and assessed within this unit, the *reading and writing* strands are focused on.

In this unit, students are assessed on criteria on the elements and techniques of reading newspapers and the concepts and skills of reading and writing.

Media is the content focus and the language strands for reading and writing are the process foci. The analysis of elements and techniques of one form of media is the content used to help students achieve the expectations from various strands of the language curriculum.

**Catholic Graduate Expectations**
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands, and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, social- economic and ecological) for the development of a just and compassionate society.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 7a - Catholic Graduate Expectation - A Responsible Citizen: Acts morally and legally as a person formed in Catholic traditions.
CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.
CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

**Gospel Values and the Catholic Graduate Expectations**
The guiding principles that inform the writing of distinctively Catholic curriculum are derived from the life and teachings of Jesus Christ. These were taught explicitly in sermons and parables and implicitly through Jesus' actions. The history of our Catholic tradition consists of our striving to live and model these Gospel values.

The Catholic graduate expectations can be seen as our expression of how these Gospel values can be translated into action. These values are at the very core of our Catholic understanding of what it means to be human.

# Task Summary

Students analyse, with respect to audience and structure, the various components of a newspaper through reading and responding to several types of newspapers that reflect regional and national issues. They distinguish between fact and opinion/editorial.

While identifying existing biases, students read media products and apply that knowledge when writing their own articles and advertisements. They are encouraged to develop an openness and appreciation for the views of others.

Independent and collaborative opportunities are incorporated into the subtasks to contribute to the components required for the culminating newspaper activity.

The major focus is reading and responding critically, as well as applying opinions and facts in a variety of formats, with a complementary focus on writing.

Each subtask is based on an 80-minute or a 2 x 40-minute language block.

# Culminating Task Assessment

For the culminating task, students work in small groups to create a "Good News" newspaper based on Gospel Values. As they circulate through four centres, they participate in activities focusing on the various elements of the newspaper by reading and recording their observations. The centres focus on advertisements, photographs, factual articles, and opinion/editorial articles. One aspect of a graphic organizer is completed at each centre.

When they have completed the four activities, students work in their home groups to apply their learning as they create a short newspaper. Each group presents its final product to the class.

Peer groups read and respond to each other's work in a letter to the editor.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

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CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

# Links to Prior Knowledge

# Considerations

# Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the

curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

**1. Adaptations**
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

The activities in this unit are designed to be as open-ended as possible to address various learning styles and student abilities. Teachers will want to choose small-group members carefully to ensure that all students' needs will be met. Individual accommodations should be considered by the classroom teacher based on student needs.

**2. The Initial Assessment Task**
This task is used to:
- determine starting points for teaching and learning;
- find out about specific interests that students have in the topic;
- determine if students have the prerequisite knowledge and skills to begin the planned instruction;
- determine if some students already have enough knowledge and skills to need extension activities; or
- identify students who will need additional support throughout the unit.

**3. The Culminating Task**
Read the culminating task thoroughly before planning the unit and consider how accommodations will be required both throughout the unit and at the end.

**4. URLs**
The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should verify the websites prior to assigning them for student use.

**5. Copyright**
Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy license and that this license covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette license from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

**6. Sample Newspapers**
The teacher and students collect a wide variety of newspaper samples, e.g., community, municipal, national, foreign press, ethnic press, prior to and throughout the unit.

**7. Choosing Articles**
When articles are selected for study, it is important to keep in mind the sensitivity of others (the facts of the story should reflect the events that occur and not the individual's ethnic background or culture). Teachers should be aware of the diversity in their classroom and be sensitive to and avoid issues that would cause stress to any student in the classroom.

**8. Portfolios**
Students will need a file or portfolio in which to collect newspaper clippings and work completed during the unit.

**1 Introduction/initial assessment**

Determining students' prior knowledge is achieved through a Newspaper Scavenger Hunt. The students are engaged in hunting through newspapers for the following: comic strips, advertisements, headlines, articles relating to the environment, social issues, political issues, sports, weather, fashion, entertainment, etc. Students are provided with a group checklist to help them keep track of the different articles they locate.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

**2 Perspective**

As students are engaged in teaching/learning activities that deal with the components of a newspaper and techniques of media, they are challenged to analyse media content to determine the point of view of the author.

In addition, students analyse media through the lens of Gospel Values and Catholic social teaching.

Catholic Graduate Expectations
CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

**3 Identifying Newspaper Components**

Students examine the purpose, format, and components of the newspaper by reading national and regional newspapers. Group activities include examining elements of a newspaper, comparing and contrasting regional versus national newspapers, and presenting their findings clearly and honestly. When working in a group, students are encouraged to be respectful of and sensitive to other people's opinions and ideas.

Three fundamental functions of a newspaper are highlighted during group presentations. These are to:
- inform readers of the happenings for their community, country, and world;
- process and respond to different events, helping to bring them into focus for the reader;
- offer a resource for the public to locate and sell goods and services.

Students are introduced to the culminating task. They are expected to complete work at a series of reading centres. Each group of students is to use its work from the centres to create a newspaper that then is to be followed up with a letter to the editor responding to another group's newspaper.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

**4 Only the Facts Please!**

Students independently read a number of factual articles from both regional and national newspapers, implementing appropriate reading strategies as outlined in the Teaching/Learning section. In small groups, students discuss salient points and write them as jot notes. Independently, students summarize one of the articles discussed in their group, using the jot notes as their plan. Students should be reminded to present their facts clearly and honestly and with sensitivity to others, e.g., individual charged with a crime is not automatically guilty.

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**5 What's Your Opinion?**

The focus of this subtask, to be honest in all dealings, is introduced by a reading of Matthew 23: 1- 5. Students independently read a number of opinion/editorial articles from both regional and national newspapers, implementing appropriate reading strategies. In small groups, students discuss how the writers presented their opinions, reflecting back to the Gospel reading. Using factual accounts from current events, students respond to one of those factual accounts in the form of an editorial without bias.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

**6 The Cost of Doing Business**

Students examine the financial aspects of publishing a newspaper, focusing on advertisements. As they examine some advertisements, students decide whether the advertisements reflect Gospel values. Students conduct surveys that help them define the elements of an ad: target audience, purpose, format and cost/revenue. Students have an opportunity to create their own advertisements that reflect Gospel values.

In the second part of the subtask, students examine the environmental cost involved in the production of a newspaper. They focus on the necessity of respecting the environment while using resources wisely. Students respond to these costs in a pro/con journal response. It is expected that throughout their responses, students reflect on biblical stewardship (caring for creation).

Catholic Graduate Expectations
CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

CGE 7a - Catholic Graduate Expectation - A Responsible Citizen: Acts morally and legally as a person formed in Catholic traditions.

**7 Getting Your Message Across**

For the culminating task, students work in small groups to create a "Good News" newspaper based on Gospel Values. As they circulate through four centres, they participate in activities focusing on the various elements of the newspaper by reading and recording their observations. The centres focus on advertisements, photographs, factual articles, and opinion/editorial articles. One aspect of a graphic organizer is completed at each centre.

When they have completed the four activities, students work in their home groups to apply their learning as they create a short newspaper. Each group presents its final product to the class.

Peer groups read and respond to each other's work in a letter to the editor.

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# Extra, Extra...Read All About It

**Media - Reading Newspapers A Unit for Grade 7**

## Description

Determining students' prior knowledge is achieved through a Newspaper Scavenger Hunt. The students are engaged in hunting through newspapers for the following: comic strips, advertisements, headlines, articles relating to the environment, social issues, political issues, sports, weather, fashion, entertainment, etc. Students are provided with a group checklist to help them keep track of the different articles they locate.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

## Expectations

| | |
|---|---|
| 7e25 | • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes; |
| 7e27 | • read independently, selecting appropriate reading strategies; |
| 7e29 | • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; |
| 7e68 | – describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial); |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

Guided Exploration

### Assessment

Use BLM 1.1 Scavenger Hunt Checklist to assess and make notes about prior learning.

Observe students with a view to assigning the students to work groups that they will work in for the rest of the unit.

Some criteria may be:
student strengths, taking turns, ability to provide positive feedback to other group members, completing the required task.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

**Prior Learning Assessment - Identifying Elements of a Newspaper Scavenger Hunt**
**Small Group - Independent**
Assign students to groups and distribute BLM 1.1 Scavenger Hunt Checklist and newspapers to each group.

The group members work collaboratively to search for at least one sample of each of the items listed on the checklist. Each group completes BLM 1.1 during the scavenger hunt. The clipped items will be used when categorizing the various newspaper elements that this unit will focus on. Students need to create a file/portfolio where articles can be kept throughout the unit.

The group then selects one example for each of the following headings to share (briefly) with the whole

class:
• opinion/editorial
• factual
• advertisements
• photographs/drawings
The teacher models this selection process for the students. If there is not enough time for each group to share each category, make sure at least one item from every category has been shared.

**Categorizing Articles**
**Whole Class - Teacher-Directed**
On a bulletin board, place headings for each of the four categories. Have students place their clipped items under the proper heading. Limit the number for each category to four or five.

When the bulletin board is completed, have one item from each category read and ask students to briefly identify features of the category. Draw the students' attention to news reports that are factual and opinion articles that are based on the writer's opinion.

The bulletin board display will be referred to throughout the unit.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Encourage heterogeneous grouping of students where several students in each group are strong readers.
- Set up group work to meet the needs of all members.

## Resources

| | |
|---|---|
| **BLM 1.1 Scavenger Hunt Checklist** | BLM_1.1_ HuntChecklist_S.cwk |
| **Canwest Global** | |
| **How Newspapers Work** | |
| **current newspapers** | 1 |
| **scissors** | 1 |
| **student file** | |

## Notes to Teacher

1. The teacher should provide students with one to two newspapers per group or students could bring back issues from home. Each student is given a checklist to complete (BLM 1.1) for this assessment of prior knowledge.

2. Groupings:
At the end of this subtask, begin to think about creating the work groups. These groups will be maintained throughout the unit. Consider which students are working well together. Each group needs students of varying abilities. Students are placed in these work groups at the end of Subtask 3.

## Teacher Reflections

## Description

As students are engaged in teaching/learning activities that deal with the components of a newspaper and techniques of media, they are challenged to analyse media content to determine the point of view of the author.

In addition, students analyse media through the lens of Gospel Values and Catholic social teaching.

Catholic Graduate Expectations
CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

## Expectations

7e70 – create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).
7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
7e29 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

### Groupings

Students Working Individually
Students Working In Small Groups
Students Working As A Whole Class

### Teaching / Learning Strategies

Guided Exploration

### Assessment

Collect students' jot notes, and observe their presentations to determine:
1. Can they identify a perspective?
2. Can they describe the point of view that was presented?
3. Can they suggest reasons as to why that particular point of view was presented?

Teacher records how well students have addressed the three questions above.

### Assessment Strategies

Response Journal

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

**Introduction**
**Whole Class - Teacher-Directed**
Read John 8:1-11, Be Just To All. In this reading, Jesus talks to the crowd about being just and accepting. Lead a discussion about being just to others and accepting different points of view, cultures, etc. Tell students that they will be required to determine how this reading may or may not be evident in newspaper readings.

**Identifying Perspective**
**Whole Class - Teacher-Directed**
Choose a current issue that would appear in several newspapers both in opinion and report genres. Make overheads of two news reports (differing perspectives) and two opinions/editorials (differing perspectives).

Guide students in cooperatively analysing each article to determine what perspective the author has on the subject. Start with the reports and repeat the process with the opinion pieces.

Suggested questions are:
What is the issue being reported?
What perspective is being presented by each author?
What ideas does the writer have about the people in the article/report? How do you know?
Does the writer believe the subjects of the story to be capable, powerful, important? If none of these, how are the subjects viewed?
How does this 'view' of the people/issues contribute to what is written?
How well does the writer understand the people/issues? How do you know?
Does the writer have first-hand knowledge of the issue?

Create a cooperative definition of 'perspective.' Write it on chart paper and post for future reference.

**Analysing Perspective**
**Small Groups - Teacher-Directed**
Assign students to work in small groups to make jot notes about why only one perspective might be presented in a newspaper article (either a news report or opinion column).

Each group reports back to the class.
As the groups report, make summary jot notes on chart paper for future reference.

Suggested ideas could include:
- ownership of the station/newspaper;
- sponsorship;
- target audience;
- decision-makers' experience;
- who the decision-makers might be.

**Presenting the Perspective of an Article**
**Small Groups - Independent**
Divide students into groups of three and instruct the groups to choose three different articles (either news reports or opinion columns) on a single issue. Each group member reads one of the articles and makes jot notes about the perspective of that individual article. Post the questions above or similar ones for guidance.

The group members work cooperatively to present the varying perspectives on the issue to the rest of the class. They could draw, dramatize, create a short skit, draw a poster, or write a short reflection as possible responses.

**Review**
**Whole Class - Teacher-Directed**
Lead the students through the following points in a discussion:
When could a certain perspective be a good thing?
When could a certain perspective be a negative thing?
What did you learn about media articles with regard to perspective?
Considering the diversity of Canadian society, do you think it's possible for all perspectives to be presented on an issue? Why or why not?

**Writing a Reflection**
**Independent**
Refer back to the introduction of this subtask and have students read John 8:1-11, Be Just to All,

independently.

In a short paragraph, students reflect on how this Gospel Value connects with what they have learned about perspective.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students with special needs may focus on one or two of the suggested jot note topics.
- A scribe or tape recorder may be needed.

## Resources

| | |
|---|---|
| **Believe In Me** | National Office of Religious Education of the Canadian Conference of Catholic Bishops, Ottawa, Canada |
| **chart paper** | a few sheets |
| **current newspapers** | 1 |
| **markers** | 1 package |

## Notes to Teacher

1. The question of who the author/writer/reporter is in relation to the people/issues in the article will arise. In a discussion, the following points need to be made:
a) Canadian society is diverse and Canada is a nation of immigrants except for the indigenous people.
b) Ever since the French and English came to what is now Canada, immigrants have been coming from all over the world.
c) The Multicultural Act in Canada allows everyone to keep their own culture within the Canadian landscape. Canada is one of the top three countries in the world that respects diversity and all aspects of society must reflect the different people within.

2. There are a variety of lessons from the Grade 7 Religion text, Believe In Me, that could be included with this subtask.
- Prejudice, Page 122, Why is Everybody Picking On Me?
- Prejudice, Page 129, Who Understands Me?
- Prejudice, Page 116, Is My Way the Best Way?
- Prejudice, Page 162, Who Is In? Who Is Out?

3. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should verify the websites prior to assigning them for student use.

## Teacher Reflections

## Description

Students examine the purpose, format, and components of the newspaper by reading national and regional newspapers. Group activities include examining elements of a newspaper, comparing and contrasting regional versus national newspapers, and presenting their findings clearly and honestly. When working in a group, students are encouraged to be respectful of and sensitive to other people's opinions and ideas.

Three fundamental functions of a newspaper are highlighted during group presentations. These are to:
- inform readers of the happenings for their community, country, and world;
- process and respond to different events, helping to bring them into focus for the reader;
- offer a resource for the public to locate and sell goods and services.

Students are introduced to the culminating task. They are expected to complete work at a series of reading centres. Each group of students is to use its work from the centres to create a newspaper that then is to be followed up with a letter to the editor responding to another group's newspaper.

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CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

## Expectations

| | |
|---|---|
| 7e25 | • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes; |
| 7e27 | • read independently, selecting appropriate reading strategies; |
| 7e68 | – describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial); |
| 7e38 | – identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays); |
| 7e46 | – use a variety of conventions of formal texts to locate information they need (e.g., hypertext, footnotes). |
| 7e54 | • analyse and interpret media works; |
| 7e53 | • identify various types of media works and a variety of the techniques used in them; |
| 7e67 | – identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial); |

### Groupings
Students Working As A Whole Class
Students Working In Small Groups

### Teaching / Learning Strategies
Guided Exploration

### Assessment
Students are assessed using the following criteria:
1. Was the student able to identify three similarities between the two types of newspapers? (Consider purpose, format, components.)
2. Was the student able to identify three differences? Consider purpose, format, components.
3. How well did the student use appropriate vocabulary to describe the similarities and differences?

### Assessment Strategies
Observation

### Assessment Recording Devices
Anecdotal Record

## Teaching / Learning

### Introduction
Inform students that they will be examining elements of a newspaper, comparing and contrasting regional and national newspapers, and presenting their findings clearly and honestly while being respectful and sensitive

to other people's opinions and ideas.

**Examining Newspapers**
**Whole Class - Teacher-Directed**
**Guided Exploration**
Using copies of the front page of a newspaper, guide students through a lesson on its features, highlighting that the most important news of the day is always featured on the front page. It is the editor who decides what items go on the front page of a paper.

Point out the importance of a catchy headline and how it captures the attention of the reader. Have students determine which parts of speech are included in headlines and which are not. Discuss why. Read a short article and have students discuss possible headlines.

Introduce students to two different types of newspapers - regional and national - by having them examine copies of each.

Highlight other features of a newspaper, such as:
- newspapers are printed in columns
- the paragraphing is often limited to one to two sentences that are carefully worded
- location of date and weather, photographs, and title of newspaper
- certain items like the weather map, lottery numbers, columns and editorials, and feature articles are consistently located in the same place every issue

Continue to guide students through an exploration of newspapers emphasizing that some sections of the newspaper are pre-printed, e.g., entertainment, life, housing, classified, travel. The sections that are never pre-printed are the first section (usually the day's news), financial and sports sections. Discuss why these sections are always printed on the day of release. For example, the time-sensitive sections are always printed just before release so the latest information (news, scores, etc.) can be included. Also, by dividing up pre-printed sections and up-to-the-minute printed sections, newspapers make the best use of their presses to keep them running and achieve deadlines.

**Comparing and Contrasting Regional and National Newspapers**
**Independent - Group Work**
Working in small groups, students examine both regional and national newspapers to find at least three similarities and three differences between them. Each student records observations on BLM 3.1 Comparing Regional and National Newspapers.

To guide student investigations, questions such as the following may be asked:
1. Are the sizes of the newspapers different/the same?
2. How are the lead stories different/the same?
3. How is the layout of the front page the different/same?
4. Who are the newspapers written for?
5. Is there a connection between the lead story and the photograph in each paper?

Students share their individual Venn diagrams within their own groups.

**Sharing**
**Whole Class - Teacher-Directed**
Give groups an opportunity to share their findings with the whole class.

Ask questions that assist students in identifying that the differences among the newspapers could be the types of stories reported, regional vs. national emphasis, and number of articles, etc.

Ask questions that assist students in identifying the similarities among the newspapers including articles that are factual, opinion-based, and persuasive.

**Introduction to the Culminating Task**
**Whole Class - Teacher-Directed**
Introduce the culminating task to students and explain that they will be working on activities throughout the unit that will prepare them for the culminating task.

Distribute BLM 7.3 Culminating Task along with the rubric, Assessing the Newspaper.

Discuss the task and the rubric and answer any questions. Give students the due date for completing the task.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students are given an organizer with specific questions to answer.
- Students who need assistance are paired with a cooperative, academically strong student.

## Resources

| | |
|---|---|
| **BLM 3.1 Comparing Regional and National Newspapers** | BLM_3.1_NwsVennCompare_S.cwk |
| **Torstar** | |
| **newspapers - Regional and National** | 2 |

## Notes to Teacher

1. The teacher should have newspapers available for this subtask. When articles are selected for this subtask, it is important to ensure that they are appropriate for all students in the class. Student knowledge in completing Venn diagrams is essential.

2. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should always verify the websites prior to assigning them for student use.

3. Similarities between national and regional newspapers may include:
- news with the greatest impact is located on the front page
- well-taken photographs capture reader's attention
- index on the front page
- name of the newspaper is located top and centre of the front page

Differences between national and regional newspapers:
- story of greatest impact may differ between national and regional papers
- size and volume of newspapers may differ
- frequency of circulation
- size and interest of the audience

4. Based on the results of Subtasks 1 and 2, group students according to mixed abilities. They will work in these work groups for the remainder of this unit.

## Teacher Reflections

Ask questions that assist students in identifying the similarities among the newspapers including articles that are factual, opinion-based, and persuasive.

**Introduction to the Culminating Task**
**Whole Class - Teacher-Directed**
Introduce the culminating task to students and explain that they will be working on activities throughout the unit that will prepare them for the culminating task.

Distribute BLM 7.3 Culminating Task along with the rubric, Assessing the Newspaper.

Discuss the task and the rubric and answer any questions. Give students the due date for completing the task.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students are given an organizer with specific questions to answer.
- Students who need assistance are paired with a cooperative, academically strong student.

## Resources

| | |
|---|---|
| **BLM 3.1 Comparing Regional and National Newspapers** | BLM_3.1_NwsVennCompare_S.cwk |
| **Torstar** | |
| **newspapers - Regional and National** | 2 |

## Notes to Teacher

1. The teacher should have newspapers available for this subtask. When articles are selected for this subtask, it is important to ensure that they are appropriate for all students in the class. Student knowledge in completing Venn diagrams is essential.

2. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should always verify the websites prior to assigning them for student use.

3. Similarities between national and regional newspapers may include:
- news with the greatest impact is located on the front page
- well-taken photographs capture reader's attention
- index on the front page
- name of the newspaper is located top and centre of the front page

Differences between national and regional newspapers:
- story of greatest impact may differ between national and regional papers
- size and volume of newspapers may differ
- frequency of circulation
- size and interest of the audience

4. Based on the results of Subtasks 1 and 2, group students according to mixed abilities. They will work in these work groups for the remainder of this unit.

## Teacher Reflections

## Description

Students independently read a number of factual articles from both regional and national newspapers, implementing appropriate reading strategies as outlined in the Teaching/Learning section. In small groups, students discuss salient points and write them as jot notes. Independently, students summarize one of the articles discussed in their group, using the jot notes as their plan. Students should be reminded to present their facts clearly and honestly and with sensitivity to others, e.g., individual charged with a crime is not automatically guilty.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

## Expectations

7e68 A – describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);
7e70 – create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).
7e52 A • demonstrate the ability to concentrate by identifying main points and staying on topic;
7e51 • contribute and work constructively in groups;
7e38 A – identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays);

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

Review
Practice And Drill
Demonstration

### Assessment

Within their small groups, students are assessed on their initial group work, using the modelled example generated on the board. This formative assessment occurs before students attempt their own summaries of factual articles. Individual students are also assessed on their own jot notes and summary of the newspaper reading, using a checklist (BLM 4.2).

### Assessment Strategies

Observation

### Assessment Recording Devices

Checklist

## Teaching / Learning

**Analysing Factual Articles**
**Whole Class - Teacher-Directed**
Read one of the factual articles from the Scavenger Hunt in Subtask 1 to the class and discuss the writing style used.

Review how newspaper articles are written (columns, paragraphing, etc.).

Highlight that factual articles/news stories concisely recount particular events addressing who, what, where, when and sometimes why and how.

Revisit the factual article previously read and, through guided questioning, have students articulate the answers to the 5W+H questions (e.g., Who is involved? When is it happening? What happens? Where is it happening? Why does it happen? How did it happen?). The teacher or a student records the information on the board in point-form notes. If necessary, review with the class how jot notes are written and their purpose.

Model for the class how to transform jot notes into a summary paragraph.

**Small Group**
Distribute newspapers to each of the groups.

Instruct students to collaboratively select one factual article from their newspaper.

Using the selected article, students cooperatively complete the graphic organizer on BLM 4.1 Listing Only the Facts, using jot notes as previously modelled.

Review BLM 4.1 for each group.

If group work is completed adequately according to the modelled example, then students move on to practise this task independently. Groups experiencing difficulty may require additional teacher guidance in completing the task.

**Summarizing a Newspaper Article**
**Individual - Independent**
Each student selects an article from their group's newspaper. Students read and complete their own graphic organizer (BLM 4.1), using jot notes. These notes will be transformed into a summary of the article they read.

Collect the summary, jot notes, and the original article for a formative assessment, using BLM 4.2 Checklist for Summary.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Have "easy read" versions of the newspaper available. Have a peer helper for reading and/or writing.

## Resources

| | |
|---|---|
| **BLM 4.1 Listing Only the Facts** | BLM_4.1_FactsList_S.cwk |
| **BLM 4.2 Checklist for Summary** | BLM_4.2_SummaryChecklist.cwk |
| **newspapers** | 2 |
| **chart paper** | a few sheets |

markers 1 pack

## Notes to Teacher

1. Students should be encouraged to bring in examples of factual accounts from newspapers for use in this activity. Bulletin board reference to factual articles should also be made during this subtask.

2. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should always verify the websites prior to assigning them for student use.

## Teacher Reflections

## Description

The focus of this subtask, to be honest in all dealings, is introduced by a reading of Matthew 23: 1- 5. Students independently read a number of opinion/editorial articles from both regional and national newspapers, implementing appropriate reading strategies. In small groups, students discuss how the writers presented their opinions, reflecting back to the Gospel reading. Using factual accounts from current events, students respond to one of those factual accounts in the form of an editorial without bias.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

## Expectations

| | |
|---|---|
| 7e1 A | • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology); |
| 7e3 A | • organize information to develop a central idea, using well-linked and well-developed paragraphs; |
| 7e5 A | • produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations); |
| 7e34 A | – make judgements and draw conclusions about ideas in written materials on the basis of evidence; |
| 7e35 | – clarify and develop their own points of view by examining the ideas of others; |
| 7e50 | • express and respond to a range of ideas and opinions concisely, clearly, and appropriately; |
| 7e64 | – listen and respond constructively to alternative ideas or viewpoints; |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Review
Guided Exploration

### Assessment

BLM 5.1 "What's Your Opinion?" Planner is assessed for understanding of main ideas and supporting details.

Peer-assessment of the summary of an opinion article uses BLM 5.2 Peer Feedback Checklist.

The opinion article is assessed using BLM 5.3 Checklist for Opinion Article.

### Assessment Strategies

Observation

### Assessment Recording Devices

Checklist
Anecdotal Record

## Teaching / Learning

**Analysing Opinion Columns**
**Whole Class - Teacher-Directed**
Read Matthew 23: 1-5, Be Honest In All Dealings. Emphasize being honest and following through on our words with appropriate actions.

Read samples of opinion columns or editorials. Discuss with students strategies for reading opinion articles, e.g., what words in the article indicate that this is the writer's personal view of an issue. A connection to expressing personal ideas/views honestly in opinion/editorial articles should be made.

Place a copy of another opinion column or editorial on an overhead and cooperatively summarize the main points on the board.

**Summarizing Opinion Articles**
**Small Group - Independent**
Distribute newspapers to each of the groups.

Students collaboratively select one opinion article from their newspaper. Using the selected article, students cooperatively complete the BLM 5.1 "What's Your Opinion?" Planner to make jot notes about the article they are examining. Point out that "your" means "the writer" when analysing someone else's opinion article.

Review BLM 5.1 for each group. If group work is completed adequately according to the modelled example, then students move on to practise this task independently. Groups experiencing difficulty may require additional teacher guidance in completing the task.

**Writing an Opinion Article**
**Individual - Independent**
Students select a current issue about which to write an opinion column or editorial. They should use BLM 5.1 "What's Your Opinion?" Planner to create an outline. This time the writer's opinion means the student's opinion. The outline should be shared with the teacher before they begin to write their article.

**Peer Assessment**
**Pairs - Independent**
When completed, the articles should be exchanged with a partner and assessed using BLM 5.2 Peer Feedback Checklist. Give students the opportunity to provide feedback to their partners.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- In some cases, students may be expected to write fewer jot notes.

- For students not reading at grade level, the teacher pre-selects articles at an appropriate reading level.

## Resources

| | |
|---|---|
| **BLM 5.1 "What's Your Opinion?" Planner** | BLM_5.1_OpinionPlanner.cwk |
| **BLM 5.2 Peer Feedback Checklist** | BLM_5.2_PeerAssessChecklist.cwk |
| **BLM 5.3 Checklist for Opinion Article** | BLM_5.3_OpinionChecklist.cwk |
| **Grade 6 EQAO Anchor Papers - 2000** | Ministry of Education |
| **newspapers** | 2 |

## Notes to Teacher

1. Time permitting, this would be a good opportunity for students to compare and contrast opinion and factual pieces in a newspaper. Use visual organizers such as the Grade 6 EQAO anchor paper (2000) or the Venn diagram from Subtask 3 (BLM 3.1 Comparing Regional and National Newspapers).

2. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should always verify the websites prior to assigning them for student use.

## Teacher Reflections

## Description

Students examine the financial aspects of publishing a newspaper, focusing on advertisements. As they examine some advertisements, students decide whether the advertisements reflect Gospel values. Students conduct surveys that help them define the elements of an ad: target audience, purpose, format and cost/revenue. Students have an opportunity to create their own advertisements that reflect Gospel values.

In the second part of the subtask, students examine the environmental cost involved in the production of a newspaper. They focus on the necessity of respecting the environment while using resources wisely. Students respond to these costs in a pro/con journal response. It is expected that throughout their responses, students reflect on biblical stewardship (caring for creation).

Catholic Graduate Expectations
CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

CGE 7a - Catholic Graduate Expectation - A Responsible Citizen: Acts morally and legally as a person formed in Catholic traditions.

## Expectations

| | |
|---|---|
| 7e2 A | • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions); |
| 7e70 | – create a variety of media works (e.g., a class newspaper, a story board, a radio documentary). |
| 7e28 A | • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

### Assessment

BLM 6.4 Financial End Checklist can be used to determine if students have addressed the four questions.

The factual or opinion article created from the student-generated research can be assessed using a teacher-generated rubric or rating scale.

### Assessment Strategies

Classroom Presentation
Questions And Answers (oral)

### Assessment Recording Devices

Checklist

## Teaching / Learning

**Financing a Newspaper**
**Whole Class - Teacher-Directed**
Explain that this lesson focuses on the costs of producing a newspaper, e.g., finding the money to create, print, and distribute a newspaper, as well as the environmental costs.

As a group, have students identify the costs of preparing a newspaper to print.

Deal with both monetary costs, such as salaries, newsprint, ink, machinery, delivery to customers, etc., and the environmental costs, such as recycling, dumping into a landfill, etc.

As suggestions are recorded on a chart, guide students to classify whether the costs are financial (revenue and expenditures) or environmental (use of paper, pollution, recycling, etc.) The environmental costs should include a discussion on the stewardship of materials used for production. The costs could be on two separate lists, one for financial and the other for environmental.

**Generating Income**
**Small Group**
Discuss how publishers get the money to produce a newspaper, e.g., selling advertising space in their newspapers, selling newspapers, etc.

In small groups, have students focus specifically on advertisements as they consider some of the costs of producing a newspaper and how income is generated.

Have the groups use BLM 6.1 The Financial End to guide their discussion and to make jot notes about the ideas presented in the discussion.

Have the groups share their ideas with the class.

**Understanding Gospel Values**
**Individual - Independent**
In order to prepare students to analyse advertisements as to whether they reflect Gospel values, assign BLM 6.2 Gospel Values. Students reflect on the following Gospel values:
- Be just to all
- Forgive as you have been forgiven
- Care for those in need
- Be honest in all dealings
- Treat everyone as an individual
- Be a person of peace
- Respect life

Have students share some of their responses with the class.

**Analysing Advertisements**
**Whole Class - Teacher-Directed**
Using several samples, guide students through an analysis of advertisements. Discuss writing style, key features, target audience, value being promoted, advertising approach (language, print size, photography, etc.)

Have them consider which of the advertisements reflect the Gospel values they considered previously.

**Analysing Advertisements for Values Presented**
**Partners - Independent**
Have students search through their collection of advertisements for one that they feel reflects the Gospel values studied and one that does not.

With a partner, students complete BLM 6.3 The Message of Advertisements.

**Individual - Independent**
Have each student complete BLM 6.3 independently, using two advertisements from their personal collection.

**The Environmental Costs of Newspapers**
**Whole Class - Teacher-Directed**
Facilitate a class discussion regarding newspaper production from an environmental cost point of view. Biblical stewardship (caring for creation) will be at the basis of this discussion.

**Research Environmental Costs**
**Individual - Independent**
Students select one of the following for research:
- how newspapers are recycled and the costs involved
- the environmental cost of using recycled newsprint versus non-recycled newsprint
- the time that newspapers take to break down in a landfill site
- alternative uses for recycled newspapers
- the advantages and disadvantages of using vegetable dyes to print newspapers

Other research projects may be added to the list depending on the interests of the class.

Ensure that a variety of topics are selected across the class.

Have students write a factual or opinion article, based on their research results.

Students make jot notes during class time and complete their reports in other periods.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Teachers may provide an alternate research topic and materials at the appropriate readability level for students with special needs.

## Resources

| | |
|---|---|
| **BLM 6.1 The Financial End** | BLM_6.1_TheFinancialEnd_S.cwk |
| **BLM 6.2 Gospel Values** | BLM_6.2_GospelValues_S.cwk |
| **BLM 6.3 The Message of Advertisements** | BLM_6.3_AdMessages_S.cwk |
| **BLM 6.4 Financial End Checklist** | BLM_6.4_FinancialChecklist.cwk |
| **Bible** | |
| **chart paper** | a few sheets |
| **markers** | 1 pack |

## Notes to Teacher

1. Collect a variety of advertisements for this lesson. Ask students to collect advertisements for their personal use in this subtask and to add them to their personal files. Since students will be able to find significantly fewer examples of advertisements that reflect Gospel values, this activity provides a structured opportunity to introduce important concepts such as commercialism, consumerism, materialism, the manipulation of wants, and the common good.

2. Students may require more direction in this subtask because of its complexity. Guiding questions assist students in maintaining their focus and completing the necessary assignments at the end of the subtask.

3. Students will need resources to complete their research on environmental costs of newspapers.

4. Extensions:
- As a math activity, an examination of the revenue generated in an advertisement can be calculated. For instance, since there are 14 lines to an inch (2.5cm) and in national newspapers the lines are divided into six columns each being 308 lines deep, a full page has a total of 1848 lines (six columns x 308 lines). If the cost of a line of advertising is $10.00, then a whole page would cost $18,480.00. Have each student then calculate the cost of their own advertisement, given the above information. (7m81, 7m84)
- A visual arts component could be added when students are creating their advertisements. (7a35, 7a46)
- A Science and Technology component could be added when students are examining the production of a newspaper and the costs involved.

5. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should always verify the websites prior to assigning them for student use.

6. Each student can create an advertisement that reflects Gospel values. The components on BLM 6.3 can be referred to as they plan and create it. This activity could be completed during a Visual Art block.

## Teacher Reflections

# Extra, Extra...Read All About It

**Media - Reading Newspapers A Unit for Grade 7**

## Description

For the culminating task, students work in small groups to create a "Good News" newspaper based on Gospel Values. As they circulate through four centres, they participate in activities focusing on the various elements of the newspaper by reading and recording their observations. The centres focus on advertisements, photographs, factual articles, and opinion/editorial articles. One aspect of a graphic organizer is completed at each centre.

When they have completed the four activities, students work in their home groups to apply their learning as they create a short newspaper. Each group presents its final product to the class.

Peer groups read and respond to each other's work in a letter to the editor.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

## Expectations

| | |
|---|---|
| 7e1 A | • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology); |
| 7e5 A | • produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations); |
| 7e50 A | • express and respond to a range of ideas and opinions concisely, clearly, and appropriately; |
| 7e51 | • contribute and work constructively in groups; |
| 7e70 A | – create a variety of media works (e.g., a class newspaper, a story board, a radio documentary). |
| 7e25 A | • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes; |
| 7e27 | • read independently, selecting appropriate reading strategies; |
| 7e29 | • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; |
| 7e53 | • identify various types of media works and a variety of the techniques used in them; |
| 7e54 | • analyse and interpret media works; |
| 7e8 A | • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

## Assessment

There are three components of assessment used for the culminating task:
1. Provide each student with additional feedback prior to completing their classroom paper (BLM 7.2).
2. Assessing the Letter to the Editor rubric is used by peers as the newspaper is presented.
3. Assessing the Newspaper rubric is used by the teacher to assess the work of individual students.

Student feedback should focus on
1. inclusion of factual, opinion articles, advertisements, photos or drawings
2. writing style for each item is appropriate
3. format for each item is appropriate
4. location in newspaper is appropriate
5. other comments

| | |
|---|---|
| | style; |
| 7e7 A | • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others; |

**Assessment Strategies**
Performance Task

**Assessment Recording Devices**
Rubric
Rating Scale

## Teaching / Learning

The culminating activity is comprised of three elements:
1. four centres representing the different aspects of a newspaper;
2. development of a group newspaper followed by a class presentation; and
3. a response to reading in a letter to the editor.

**Centres Activities**
**Whole Class - Teacher-Directed**
Introduce the following centres:
1. Factual Centre - a number of factual articles on current issues, either regional or national.
2. Opinion/Editorial Centre - a number of opinion articles.
3. Photographs/Drawings - a number of selected black and white and colour photos and drawings.
4. Advertisements - a number of advertisements. Advertisements should reflect varying sizes, contents, styles, messages (reflecting Catholic traditions), and locations in the newspaper.

The resources at the centres could be taken from the bulletin board that was created in Subtask 1.

Explain what is expected to be completed at each centre and answer any questions.

Divide the class into four groups and assign each group to a centre.

**Small Groups - Independent**
Distribute BLM 7.1 and give students 15 minutes to spend at each centre.

At the centres, students examine one or two items and complete the appropriate section of BLM 7.1 What's in the News? They make jot notes about the purpose of the items in a newspaper, the writing style, the format/layout of the items, where the items are usually located in a paper, and how they felt when they read/examined the item. Each student completes BLM 7.1 for future reference.

Circulate and assist any students who need help.

Collect the completed charts and assess each student, using criteria described as formative assessment and give feedback (BLM 7.2).

**Culminating Task**

**Creating a Newspaper**
**Whole Class - Teacher-Directed**
Review BLM 7.3 Culminating Task and the rubric that will be used to assess each student's contributions to the newspaper and each student's letter to the editor (distributed in Subtask 3).

Tell students that they will be working in groups to create a short newspaper that meets the following criteria:
1. Contents: Each student contributes at least one factual article with photograph/drawing, an opinion/editorial article with photograph/drawing, an advertisement, and a headline.

2. Format: The presentation is a newspaper format.
3. Process: It is expected that written pieces have been revised and edited.

Discuss the task and answer any questions.

**Planning the Group's Newspaper**
**Small Group - Independent**
Group the students and have them plan the group's newspaper. Students need to decide who the target audience is, the topics for each item, the responsibilities of each group member, and generally how the paper might be formatted. They also create a timeline for completing the work.

**Creating the Newspaper**
**Independent - Individual**
**Writing Articles**
Have students work on their articles.

**Revising and Editing**
Students peer edit and revise their work, referring to familiar checklists and processes.

Groups refer to their plan to ensure that all members have maintained the original focus of the paper.

Each group lays out its paper, as outlined in the plan. They consider the width of the columns, newspaper headings, newspaper headlines, captions accompanying photographs/drawings, and the name of the writer for each article, etc.

**Peer Assessment**
**Small Groups - Independent**
The groups are paired to present their newspapers to each other. While one group is presenting, the other group makes jot notes to use for their feedback. The audience members can use the rubric to guide their note-taking.

**Sharing the Peer Assessment**
**Whole Class - Teacher-Directed**
Prepare an overhead transparency example of a letter to the editor.

Highlight how the letter is constructed in terms of format (a business letter), responding to specific content in the newspaper while maintaining sensitivity to others.

Discuss how the rubric will be used to assess the sample letter.

**Independent Work**
Students write a letter to the group that presented their newspaper to them. This letter is written as a letter to the editor(s) as the vehicle students use to share their peer review of the group's newspaper.

Students use the jot notes that they made during the presentation to complete their letters.

Letters may be directed to the individual writer of the article or to the editor about the paper in general. This helps to ensure the validity of their response.

Have students share their letters with the appropriate group.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students with special needs may prepare oral reports and letters. Templates for proper format should be provided.

## Resources

| | |
|---|---|
| **Assessing the Letter to the Editor** | |
| **Assessing the Newspaper** | |
| **BLM 7.2 What's in the News Rating Scale** | BLM_7.2_NewsRatingScale_T.cwk |
| **BLM 7.3 Culminating Task** | BLM_7.3_CulminatingDescript.cwk |
| **BLM 7.1 What's in the News?** | BLM_7.1_NewsOrganizer_S.cwk |
| **newspapers** | 2 |
| **drawing paper 11 x 17** | a few sheets |
| **rulers** | a few |
| **markers/pencil crayons** | 1 pack |
| **glue/glue stick** | a few |
| **computers with access to printers** | |

## Notes to Teacher

1. Students should be reminded that they have been working towards the goal of completing this culminating activity throughout the unit. It is important to use their acquired knowledge in a different context, that of writing and responding to reading a class newspaper.

2. The teacher ensures that students have a clear understanding of what each centre entails. The time allotment at each centre must be made clear to the students. For students to have a complete representation of the newspaper, all components must be completed. Encourage teamwork.

3. When students are reading each other's newspapers in preparation for the reading response, they must remain sensitive to the work of others while achieving excellence, originality, and integrity in their own work. Students are encouraged to support these qualities in the work of others.

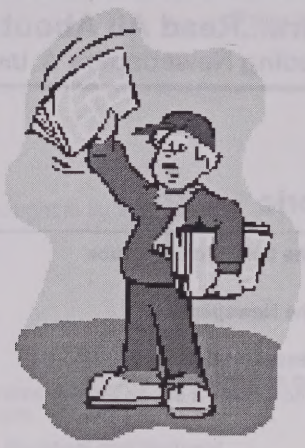
4. The letters to the editor should reflect critical thinking about the meaning and the purpose of the newspaper they read.

5. Other considerations:
a) prior to writing the newspapers, students could conduct a survey of their target audience to help direct the focus of their newspaper
b) whole class sharing of all the newspapers
c) bulletin board display with the newspaper, surrounded with the letters to the editor

6. Graphics and word processing programs could be used in the production of the newspaper.

7. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these destinations change, teachers should always verify the websites prior to assigning them for student use.

## Teacher Reflections



# Appendices

## Extra, Extra...Read All About It

### Media - Reading Newspapers

**Resource List:**

**Blackline Masters:**

**Rubrics:**

**Unit Expectation List and Expectation Summary:**

# Extra, Extra...Read All About It
## Media - Reading Newspapers A Unit for Grade 7

## Rubric

- ☐ **Assessing the Letter to the Editor** ST 7
  2
- ☐ **Assessing the Newspaper** ST 7
  1
  Teacher Assessment
  Peer editing and revising work

## Blackline Master / File

- ☐ **BLM 1.1 Scavenger Hunt Checklist** ST 1
  BLM_1.1_ HuntChecklist_S.cwk
- ☐ **BLM 3.1 Comparing Regional and National Newspapers** ST 3
  BLM_3.1_NwsVennCompare_S.cwk
- ☐ **BLM 4.1 Listing Only the Facts** ST 4
  BLM_4.1_FactsList_S.cwk
- ☐ **BLM 4.2 Checklist for Summary** ST 4
  BLM_4.2_SummaryChecklist.cwk
- ☐ **BLM 5.1 "What's Your Opinion?" Planner** ST 5
  BLM_5.1_OpinionPlanner.cwk
- ☐ **BLM 5.2 Peer Feedback Checklist** ST 5
  BLM_5.2_PeerAssessChecklist.cwk
- ☐ **BLM 5.3 Checklist for Opinion Article** ST 5
  BLM_5.3_OpinionChecklist.cwk
- ☐ **BLM 6.1 The Financial End** ST 6
  BLM_6.1_TheFinancialEnd_S.cwk
- ☐ **BLM 6.2 Gospel Values** ST 6
  BLM_6.2_GospelValues_S.cwk
- ☐ **BLM 6.3 The Message of Advertisements** ST 6
  BLM_6.3_AdMessages_S.cwk
- ☐ **BLM 6.4 Financial End Checklist** ST 6
  BLM_6.4_FinancialChecklist.cwk
- ☐ **BLM 7.1 What's in the News?** ST 7
  BLM_7.1_NewsOrganizer_S.cwk
- ☐ **BLM 7.2 What's in the News Rating Scale** ST 7
  BLM_7.2_NewsRatingScale_T.cwk
- ☐ **BLM 7.3 Culminating Task** ST 7
  BLM_7.3_CulminatingDescript.cwk

## Print

- ☐ **Believe In Me** ST 2
  National Office of Religious Education of the Canadian Conference of Catholic Bishops, Ottawa, Canada
  0-88997-347-2
- ☐ **Bible** ST 6
- ☐ **Grade 6 EQAO Anchor Papers - 2000** ST 5
  Ministry of Education
- ☐ **Language and Writing 7** Unit
  Nelson
  ISBN 0-17-606570-9
  A resource to enhance language skills and improve student writing using a step-by-step approach.
- ☐ **Language Arts Survival Guide Inc.** Unit
  Prentice Hall Canada Inc.
  ISBN 0-13-624354-1
  A resource for students and teachers to assist with communication in written, spoken, and visual form.
- ☐ **Media Sense** Unit
  Meadowbook Press
  ISBN 0-7747-0551-5
  Media Activites for media education in the classroom through reading, writing, and oral formats.
- ☐ **Writing Sense** Unit
  Harcourt Brace
  ISBN 0-7747-1444-1
  A writing resource to develop skills as a writer incorporating a variety of creative formats.

## Website

- ☐ **Canwest Global** ST 1
  http://www.canwestglobal.com
  - website with access to numerous newspapers
- ☐ **How Newspapers Work** ST 1
  http://www.howstuffworks.com
  - resource for information on the multiple workings of the newspaper
- ☐ **Torstar** ST 3
  http://www.torstar.com
  - access to numerous newspapers

## Material

- ☐ **chart paper** ST 2
  a few sheets
  per class
- ☐ **chart paper** ST 4
  a few sheets
  - to demonstrate jot notes/ alternative to blackboard
- ☐ **chart paper** ST 6
  a few sheets
  per class
- ☐ **current newspapers** ST 1
  1
  per group
- ☐ **current newspapers** ST 2
  1
  per group
- ☐ **drawing paper 11 x 17** ST 7
  a few sheets
  per group
  - for the newspapers
- ☐ **glue/glue stick** ST 7
  a few
  per group
- ☐ **markers** ST 2
  1 package
  per group
- ☐ **markers** ST 4
  1 pack
  per class
- ☐ **markers** ST 6
  1 pack
  per class
- ☐ **markers/pencil crayons** ST 7
  1 pack
  per group
- ☐ **newspapers** ST 4
  2
  per group
  - possibly brought in by students
- ☐ **newspapers** ST 5
  2
  per group
- ☐ **newspapers** ST 7
  2
  per group
  - used in centres as well as the articles from the scavenger hunt
- ☐ **newspapers - Regional and National** ST 3
  2
  per group
- ☐ **rulers** ST 7
  a few
  per group
- ☐ **scissors** ST 1
  1
  per person

## Equipment / Manipulative

- ☐ **computers with access to printers** ST 7
  - would be beneficial, but not essential

## Other

☐ student file ST 1

# Scavenger Hunt Checklist

Collect a sample of each type of newpaper article and mark it off the list

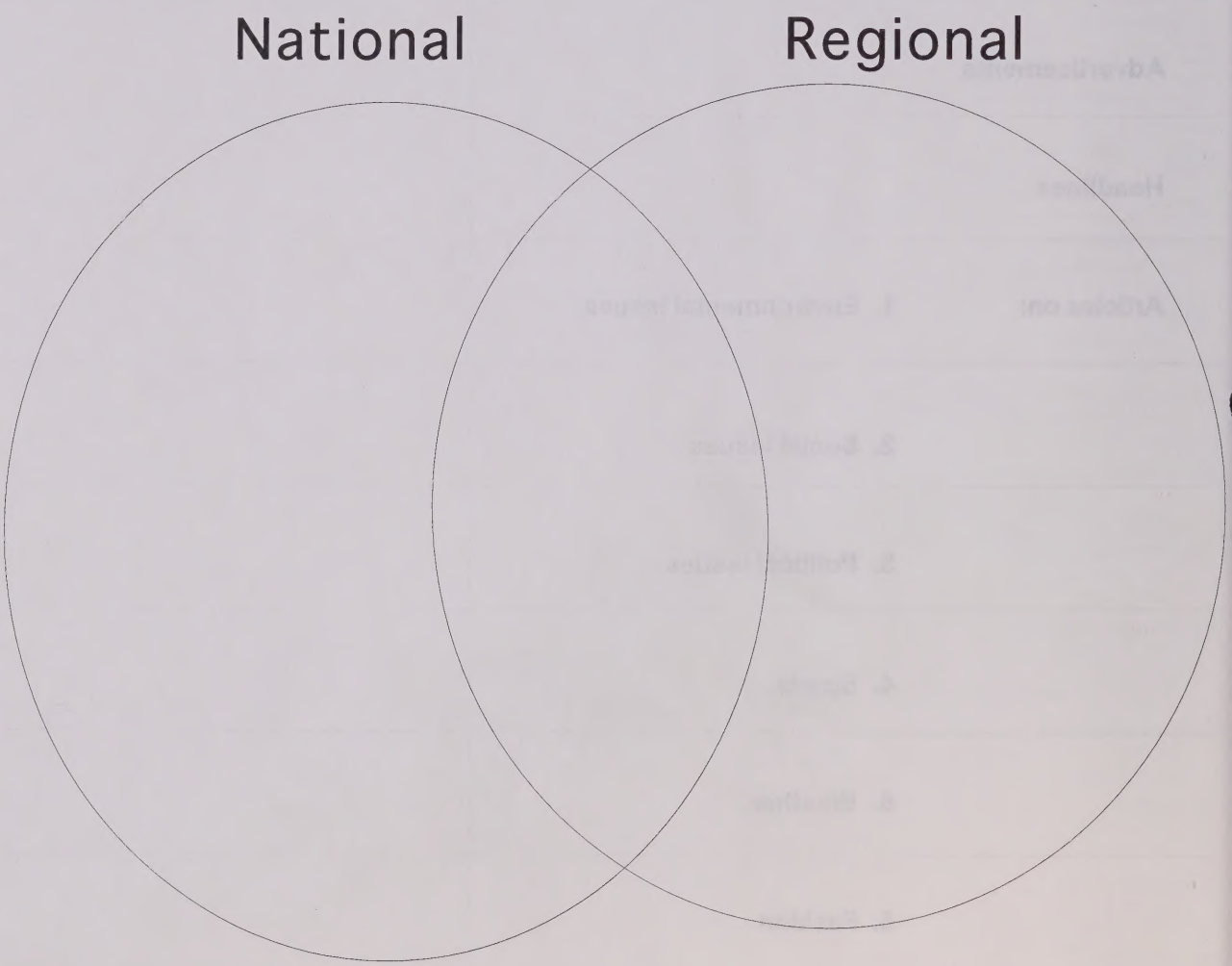
**Group Members:** _____ _____ _____ _____

| ITEM | | WHERE FOUND |
|---|---|---|
| **Comic Strips** | | |
| **Advertisements** | | |
| **Headlines** | | |
| **Articles on:** | **1. Environmental Issues** | |
| | **2. Social Issues** | |
| | **3. Political Issues** | |
| | **4. Sports** | |
| | **5. Weather** | |
| | **6. Fashion** | |
| | **7. Entertainment** | |
| **Photographs/Drawings** | | |

# Comparing Regional and National Newspapers

**Name:** _____

In the Venn Diagram, list features of regional and national newspapers giving a minimum of three similarities and three differences.



# Listing Only the Facts

**Name:**_____

1. Read a factual article.
2. Under the headings, list all the points that answer each of the questions.

| **Who?** | **What?** | **Where?** |
| --- | --- | --- |
| | | |

| **When?** | **Why?** | **How?** |
| --- | --- | --- |
| | | |

# Checklist For Summary

BLM 4.2

Did the student include the following information in the summary?

| Name | Who? | What | Where? | When? | Why? | How? |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

# "What's Your Opinion?" Planner

**Name:**_____

**Introduction:**

What is the issue? _____

What is the writer's opinion (your opinion) about the issue? _____

**Middle:**

1. State a main point _____

_____

Provide supporting details to main point.

a) _____

_____

b) _____

_____

c) _____

_____

2. State another main point

_____

Provide supporting details to main point.

a) _____

_____

b) _____

_____

c) _____

_____

# "What's Your Opinion?" Planner

**Name:**_____

3. State another main point

_____

Provide supporting details to main point.

a) _____

_____

b) _____

_____

c)

_____

_____

**Conclusion:**

Restate the writer's opinion (your opinion) and recap your main points to conclude your editorial.

_____

_____

_____

# Peer Feedback Checklist

(Opinion Article/Editorial)

Writer: _____ Reviewer: _____

**Topic Sentence (Introduction):**

Is there a topic sentence stating an opinion?

Yes_____ No_____

Is the topic sentence clear and to the point?

Yes_____ No_____

Give suggestions.

_____

_____

**Main Points:**

Are the main points presented with supporting details?

Yes_____ No_____

Give suggestions.

_____

_____

**Concluding paragraph:**

Is there a concluding paragraph?

Yes_____ No_____

Is the concluding paragraph clear?

Yes_____ No_____

Give suggestions.

_____

_____

# Checklist for Opinion Article

BLM 5.3

| Name | Introduction | Main Point with Supporting Details | Conclusion |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

# The Financial End

**Name:** _____

Use the following questions to guide your group discussion in discovering the different financial aspects that are involved in the production of a newspaper.

1. List the expenditures that you think would be involved in the production of a newspaper. You should consider materials, production costs, marketing, salaries of writers and photographers, etc.

_____

_____

_____

2. What are the different sources of revenue for publishers of newspapers?

_____

_____

_____

3. What are the various cost factors that are considered when an advertisement is being priced?

_____

_____

_____

4. Are there any other costs or considerations of advertisements that you need to be aware of?

_____

_____

_____

# Gospel Values

**Name:** _____

Jesus and the Christian community gave us values that are important for Christian living. Find the Gospel passages listed below and identify the example of each in Jesus' life.

In the space below, summarize the passage, and explain how it reflects the Gospel value listed. At the conclusion of the summary, describe a time when you showed this value in your life.

1. Be just to all. (JN. 8:1-11)

_____

_____

_____

_____

_____

2. Forgive as you have been forgiven. (MAT. 18:21-35)

_____

_____

_____

_____

_____

3. Care for those in need. (LK. 10:25-37)

_____

_____

_____

_____

_____

4. Be honest in all dealings. (MAT. 23:1-5)

5. Treat everyone as an individual. (LK. 7:36-50)

6. Be a person of peace. (MAT. 5:38-42)

7. Respect life. (LK. 7:11-17)

# The Message of Advertisements

**Names:** _____

With a partner, look through your collection of various types of advertisements. Choose two which you think are interesting and complete the chart below for each of the ads.

| | Advertisement 1 | Advertisement 2 |
|---|---|---|
| **Product** | | |
| **Target Audience** | | |
| **Advertising Approach** | | |
| **Value Promoted** | | |
| **Does the ad reflect Gospel values? Explain.** | | |

# Financial End Checklist

**Name:** _____

| | Yes | No | Comment |
|---|---|---|---|
| 1. Can student identify expenditures of a newspaper? | | | |
| 2. Can student describe different sources of revenue? | | | |
| 3. Can student identify the various aspects of pricing an advertisement? | | | |
| 4. Is the student able to identify other costs or considerations advertisements may have? | | | |
| 5. Is the student able to identify an effective advertisement and explain its effectiveness? | | | |

# What's in the News?

BLM 7.1

Name: _____

| | Factual Article(s) | Opinion Article(s) | Photograph(s)/ Drawing(s) | Advertisement(s) |
|---|---|---|---|---|
| **Purpose of the Item** | | | | |
| **Writing Style Used** | | | | |
| **Format Used** | | | | |
| **Usual Location in the Paper** | | | | |
| **My Response to the Item(s)** | | | | |

# What's in the News?

## Rating Scale

BLM 7.2

Name: _____

| | Factual Articles | Opinion Articles | Photographs/Drawings | Advertisements |
|---|---|---|---|---|
| Purpose of the Item | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: |
| Writing Style Used | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: |
| Format Used | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: |
| Usual Location in the Paper | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: |
| My Response to the Item | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: | 1 2 3 4<br>Comments: |

Demonstrates Understanding: 1=limited 2=sometimes 3=often 4=frequently

# Culminating Task

**Creating a Group Newspaper**

In your group, you are to create a short newspaper that meets the following criteria:

1. Your newspaper must be directed to a specific target audience. Your group decides on the audience.

2. The group must decide on the topics for the various items and how to format the paper.

3. Each member of the group contributes at least:
   - one factual article with photograph/drawing;
   - one opinion article with photograph/drawing;
   - one advertisement;
   - one headline.

4. The articles must be revised and peer edited, using the writing process.

**Assessment**

1. You will share your newspaper with another group who will give you feedback in the form of a letter to the editor. This letter may be directed to individual writers or to the group.

2. You will use the rubric, Assessing the Letter to the Editor, to guide your assessment of peer newspapers and to provide details to include in your letter.

3. Your individual contributions to the newspaper and your letter to the editor about your peers' newspaper will be evaluated by the teacher, using the rubric.

Student Name:_____
Date:_____

# Assessing the Newspaper

**for use with Subtask 7 : Getting Your Message Across**
from the Grade 7 Unit: **Extra, Extra...Read All About It**

## Expectations for this Subtask to Assess with this Rubric:

**7e7** • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;

**7e8** • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Reasoning**<br>-articles contain complexity of ideas<br>- number and relevance of supporting details<br>- connecting ideas to the topic | - uses simple ideas.<br>- a few relevant supporting details.<br>- connects ideas to topic or genre using references, general knowledge, or personal experience in limited ways. | - uses a variety of simple ideas.<br>- some relevant supporting details.<br>- sometimes connects ideas to topic or genre using references, general knowledge, or personal experience. | - uses many ideas well.<br>- developed ideas of some complexity.<br>- generally relevant supporting details.<br>- often connects ideas to topic or genre using references, general knowledge, or personal experience. | - uses many ideas thoroughly and well.<br>- developed complex ideas.<br>- many relevant supporting details.<br>- frequently connects ideas to topic or genre using references, general knowledge, or personal experience. |
| **Communication**<br>- purpose (contribute 3 articles to newspaper)<br>- voice (awareness of audience)<br>- word use & vocabulary<br>- sentence variety (structure, type, length) | - demonstrates limited understanding of 3 genres with a few appropriate elements.<br>- limited awareness of audience.<br>- limited effective word use and vocabulary.<br>- limited variety in the sentences used. | - demonstrates some understanding of 3 genres with some appropriate elements.<br>- some awareness of audience.<br>- vocabulary used somewhat appropriately and effectively.<br>- some variety in the sentences used. | - demonstrates understanding of 3 genres with appropriate elements.<br>- clear awareness of audience.<br>- vocabulary used appropriately and effectively.<br>- a variety of sentences are used. | - demonstrates thorough understanding of 3 genres with appropriate elements.<br>- clear awareness of audience.<br>- an extensive vocabulary used appropriately and effectively.<br>- a variety of sentences are used effectively. |
| **Organization of Ideas**<br>- overall structure (introduction, body, conclusion)<br>- required components of each of three genres included (e.g. title, by-line) | - there is limited evidence of an introduction, body and conclusion.<br>- a few required components are included and/or appropriate. | - shows some evidence of an introduction, body and conclusion.<br>- some required components are logically and appropriately included. | - contains introduction, body and conclusion, with the conclusion linked to the introduction.<br>- most required components are logically and appropriately included. | - introduction, body, and conclusion are effectively linked to each other.<br>- all required components are logically and appropriately included. |
| **Conventions Application**<br>- grammar, spelling, punctuation<br>- visual presentation (genre format) | - used few of the conventions studied.<br>- a few aspects of genre format are evident. | - used some of the conventions studied appropriately for grade level.<br>- some aspects of genre format are evident. | - used most of the conventions studied appropriately for grade level.<br>- most aspects of genre format are evident. | - used all of the conventions studied effectively.<br>- all or almost all aspects of genre format are evident. |
| **Writing Process**<br>- revises content and elements of style using feedback from others<br>- edits work | - peer suggestions are infrequently considered and used to improve work.<br>- a few errors are corrected through editing. | - peer suggestions are sometimes considered and used to improve work.<br>- some errors are corrected through editing. | - peer suggestions are often considered and used to improve work.<br>-most errors are corrected through editing. | - peer suggestions are considered thoughtfully and used to improve work.<br>- all or almost all errors are corrected through editing. |

Student Name:_____
Date:_____

# Assessing the Letter to the Editor

**for use with Subtask 7 : Getting Your Message Across**
from the Grade 7 Unit: **Extra, Extra...Read All About It**

## Expectations for this Subtask to Assess with this Rubric:

**7e1** • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

**7e5** • produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);

**7e25** • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;

**7e50** • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

**7e70** – create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Reasoning**<br>- complexity of ideas<br>- number and relevance of supporting details | - uses simple ideas.<br>- a few relevant supporting details.<br>- demonstrates support for viewpoints in limited ways. | - uses somewhat simple ideas.<br>- sometimes supports response from a viewpoint using textual references, general knowledge, or personal experience. | - uses ideas of some complexity.<br>- often supports response from other viewpoints using textual references, general knowledge, or personal experience. | - uses complex ideas.<br>- frequently supports response from other viewpoints using textual references, general knowledge, or personal experience. |
| **Communication**<br>- purpose (provide peer assessment feedback in letter to editor format)<br>- voice (awareness of audience)<br>- word use & vocabulary<br>- sentence variety (structure, type, length) | - provides limited feedback.<br>- limited awareness of audience.<br>- limited effective word use and vocabulary.<br>- uses a limited variety in the sentences. | - provides some feedback.<br>- some awareness of audience.<br>- vocabulary used somewhat appropriately and effectively.<br>- uses some variety in the sentences. | - provides detailed feedback.<br>- clear awareness of audience.<br>- vocabulary used appropriately and effectively.<br>- uses considerable variety of sentences. | - provides detailed, useful feedback.<br>- clear awareness of audience.<br>- an extensive vocabulary used appropriately and effectively.<br>- uses a high degree of variety in sentences. |
| **Organization of Ideas**<br>- overall structure (introduction, body, conclusion)<br>- required components of letter format included | - limited evidence of an introduction, body and conclusion.<br>- a few required components are included and/or appropriate. | - shows some evidence of an introduction, body and conclusion.<br>- some required components are logically and appropriately included. | - contains introduction, body and conclusion, with the conclusion linked to the introduction.<br>- most required components are logically and appropriately included. | - introduction, body, and conclusion are effectively linked to each other.<br>- all required components are logically and appropriately included. |
| **Conventions Application**<br>- grammar, spelling, punctuation<br>- visual presentation (letter format) e.g., date, salutation, body paragraphs, complimentary | - uses a few of the conventions.<br>-a few aspects of letter format are evident. | - uses some of the conventions appropriately for grade level.<br>- some aspects of letter format are evident. | - uses most of the conventions appropriately for grade level.<br>- most aspects of letter format are evident. | - uses all of the conventions effectively.<br>- all or almost all aspects of letter format are evident. |

# Extra, Extra...Read All About It

## Media - Reading Newspapers A Unit for Grade 7

| | | | Selected | Assessed |
|---|---|---|---|---|
| **English Language---Writing** | | | | |
| ☐ | 7e1 | • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology); | | 2 |
| ☐ | 7e2 | • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions); | | 1 |
| ☐ | 7e3 | • organize information to develop a central idea, using well-linked and well-developed paragraphs; | | 1 |
| ☐ | 7e5 | • produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations); | | 2 |
| ☐ | 7e7 | • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others; | | 1 |
| ☐ | 7e8 | • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style; | | 1 |
| **English Language---Reading** | | | | |
| ☐ | 7e25 | • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes; | 2 | 1 |
| ☐ | 7e27 | • read independently, selecting appropriate reading strategies; | 3 | |
| ☐ | 7e28 | • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; | 1 | 1 |
| ☐ | 7e29 | • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; | 3 | |
| ☐ | 7e34 | – make judgements and draw conclusions about ideas in written materials on the basis of evidence; | | 1 |
| ☐ | 7e35 | – clarify and develop their own points of view by examining the ideas of others; | 1 | |
| ☐ | 7e38 | – identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays); | 1 | 1 |
| ☐ | 7e46 | – use a variety of conventions of formal texts to locate information they need (e.g., hypertext, footnotes). | 1 | |
| **English Language---Oral and Visual Communication** | | | | |
| ☐ | 7e50 | • express and respond to a range of ideas and opinions concisely, clearly, and appropriately; | 1 | 1 |
| ☐ | 7e51 | • contribute and work constructively in groups; | 2 | |
| ☐ | 7e52 | • demonstrate the ability to concentrate by identifying main points and staying on topic; | | 1 |
| ☐ | 7e53 | • identify various types of media works and a variety of the techniques used in them; | 2 | |
| ☐ | 7e54 | • analyse and interpret media works; | 2 | |
| ☐ | 7e64 | – listen and respond constructively to alternative ideas or viewpoints; | 1 | |
| ☐ | 7e67 | – identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial); | 1 | |
| ☐ | 7e68 | – describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial); | 2 | 1 |
| ☐ | 7e70 | – create a variety of media works (e.g., a class newspaper, a story board, a radio documentary). | 3 | 1 |

# Extra, Extra...Read All About It

## Media - Reading Newspapers A Unit for Grade 7

## Expectation Summary

Selected Assessed

### English Language

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7e1 | 2 | 7e2 | 1 | 7e3 | 1 | 7e4 | | 7e5 | 2 | 7e6 | | 7e7 | 1 | 7e8 | 1 | 7e9 | | 7e10 | |
| 7e11 | | 7e12 | | 7e13 | | 7e14 | | 7e15 | | 7e16 | | 7e17 | | 7e18 | | 7e19 | | 7e20 | |
| 7e21 | | 7e22 | | 7e23 | | 7e24 | | 7e25 | 2 1 | 7e26 | | 7e27 | 3 | 7e28 | 1 1 | 7e29 | 3 | 7e30 | |
| 7e31 | | 7e32 | | 7e33 | | 7e34 | 1 | 7e35 | 1 | 7e36 | | 7e37 | | 7e38 | 1 1 | 7e39 | | 7e40 | |
| 7e41 | | 7e42 | | 7e43 | | 7e44 | | 7e45 | | 7e46 | 1 | 7e47 | | 7e48 | | 7e49 | | 7e50 | 1 1 |
| 7e51 | 2 | 7e52 | 1 | 7e53 | 2 | 7e54 | 2 | 7e55 | | 7e56 | | 7e57 | | 7e58 | | 7e59 | | 7e60 | |
| 7e61 | | 7e62 | | 7e63 | | 7e64 | 1 | 7e65 | | 7e66 | | 7e67 | 1 | 7e68 | 2 1 | 7e69 | | 7e70 | 3 1 |

### French as a Second Language

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7f1 | 7f2 | 7f3 | 7f4 | 7f5 | 7f6 | 7f7 | 7f8 | 7f9 | 7f10 |
| 7f11 | 7f12 | 7f13 | 7f14 | 7f15 | 7f16 | 7f17 | | | |

### Mathematics

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7m1 | 7m2 | 7m3 | 7m4 | 7m5 | 7m6 | 7m7 | 7m8 | 7m9 | 7m10 |
| 7m11 | 7m12 | 7m13 | 7m14 | 7m15 | 7m16 | 7m17 | 7m18 | 7m19 | 7m20 |
| 7m21 | 7m22 | 7m23 | 7m24 | 7m25 | 7m26 | 7m27 | 7m28 | 7m29 | 7m30 |
| 7m31 | 7m32 | 7m33 | 7m34 | 7m35 | 7m36 | 7m37 | 7m38 | 7m39 | 7m40 |
| 7m41 | 7m42 | 7m43 | 7m44 | 7m45 | 7m46 | 7m47 | 7m48 | 7m49 | 7m50 |
| 7m51 | 7m52 | 7m53 | 7m54 | 7m55 | 7m56 | 7m57 | 7m58 | 7m59 | 7m60 |
| 7m61 | 7m62 | 7m63 | 7m64 | 7m65 | 7m66 | 7m67 | 7m68 | 7m69 | 7m70 |
| 7m71 | 7m72 | 7m73 | 7m74 | 7m75 | 7m76 | 7m77 | 7m78 | 7m79 | 7m80 |
| 7m81 | 7m82 | 7m83 | 7m84 | 7m85 | 7m86 | 7m87 | 7m88 | 7m89 | 7m90 |
| 7m91 | 7m92 | 7m93 | 7m94 | 7m95 | 7m96 | 7m97 | 7m98 | 7m99 | 7m100 |
| 7m101 | 7m102 | 7m103 | 7m104 | 7m105 | 7m106 | 7m107 | 7m108 | 7m109 | |

### Science and Technology

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7s1 | 7s2 | 7s3 | 7s4 | 7s5 | 7s6 | 7s7 | 7s8 | 7s9 | 7s10 |
| 7s11 | 7s12 | 7s13 | 7s14 | 7s15 | 7s16 | 7s17 | 7s18 | 7s19 | 7s20 |
| 7s21 | 7s22 | 7s23 | 7s24 | 7s25 | 7s26 | 7s27 | 7s28 | 7s29 | 7s30 |
| 7s31 | 7s32 | 7s33 | 7s34 | 7s35 | 7s36 | 7s37 | 7s38 | 7s39 | 7s40 |
| 7s41 | 7s42 | 7s43 | 7s44 | 7s45 | 7s46 | 7s47 | 7s48 | 7s49 | 7s50 |
| 7s51 | 7s52 | 7s53 | 7s54 | 7s55 | 7s56 | 7s57 | 7s58 | 7s59 | 7s60 |
| 7s61 | 7s62 | 7s63 | 7s64 | 7s65 | 7s66 | 7s67 | 7s68 | 7s69 | 7s70 |
| 7s71 | 7s72 | 7s73 | 7s74 | 7s75 | 7s76 | 7s77 | 7s78 | 7s79 | 7s80 |
| 7s81 | 7s82 | 7s83 | 7s84 | 7s85 | 7s86 | 7s87 | 7s88 | 7s89 | 7s90 |
| 7s91 | 7s92 | 7s93 | 7s94 | 7s95 | 7s96 | 7s97 | 7s98 | 7s99 | 7s100 |
| 7s101 | 7s102 | 7s103 | 7s104 | 7s105 | 7s106 | 7s107 | 7s108 | 7s109 | 7s110 |
| 7s111 | 7s112 | 7s113 | 7s114 | 7s115 | 7s116 | 7s117 | 7s118 | 7s119 | 7s120 |
| 7s121 | 7s122 | 7s123 | 7s124 | 7s125 | 7s126 | 7s127 | 7s128 | 7s129 | 7s130 |
| 7s131 | | | | | | | | | |

### History

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7h1 | 7h2 | 7h3 | 7h4 | 7h5 | 7h6 | 7h7 | 7h8 | 7h9 | 7h10 |
| 7h11 | 7h12 | 7h13 | 7h14 | 7h15 | 7h16 | 7h17 | 7h18 | 7h19 | 7h20 |
| 7h21 | 7h22 | 7h23 | 7h24 | 7h25 | 7h26 | 7h27 | 7h28 | 7h29 | 7h30 |
| 7h31 | 7h32 | 7h33 | 7h34 | 7h35 | 7h36 | 7h37 | 7h38 | 7h39 | 7h40 |
| 7h41 | 7h42 | 7h43 | 7h44 | 7h45 | 7h46 | 7h47 | 7h48 | 7h49 | 7h50 |
| 7h51 | 7h52 | 7h53 | 7h54 | 7h55 | 7h56 | 7h57 | | | |

### Geography

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7g1 | 7g2 | 7g3 | 7g4 | 7g5 | 7g6 | 7g7 | 7g8 | 7g9 | 7g10 |
| 7g11 | 7g12 | 7g13 | 7g14 | 7g15 | 7g16 | 7g17 | 7g18 | 7g19 | 7g20 |
| 7g21 | 7g22 | 7g23 | 7g24 | 7g25 | 7g26 | 7g27 | 7g28 | 7g29 | 7g30 |
| 7g31 | 7g32 | 7g33 | 7g34 | 7g35 | 7g36 | 7g37 | 7g38 | 7g39 | 7g40 |
| 7g41 | 7g42 | 7g43 | 7g44 | 7g45 | 7g46 | 7g47 | 7g48 | 7g49 | 7g50 |
| 7g51 | 7g52 | 7g53 | 7g54 | 7g55 | 7g56 | 7g57 | 7g58 | 7g59 | 7g60 |
| 7g61 | 7g62 | 7g63 | 7g64 | | | | | | |

### Health & Physical Education

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7p1 | 7p2 | 7p3 | 7p4 | 7p5 | 7p6 | 7p7 | 7p8 | 7p9 | 7p10 |
| 7p11 | 7p12 | 7p13 | 7p14 | 7p15 | 7p16 | 7p17 | 7p18 | 7p19 | 7p20 |
| 7p21 | 7p22 | 7p23 | 7p24 | 7p25 | 7p26 | 7p27 | 7p28 | 7p29 | 7p30 |
| 7p31 | 7p32 | 7p33 | 7p34 | 7p35 | 7p36 | 7p37 | 7p38 | 7p39 | 7p40 |
| 7p41 | 7p42 | | | | | | | | |

### The Arts

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7a1 | 7a2 | 7a3 | 7a4 | 7a5 | 7a6 | 7a7 | 7a8 | 7a9 | 7a10 |
| 7a11 | 7a12 | 7a13 | 7a14 | 7a15 | 7a16 | 7a17 | 7a18 | 7a19 | 7a20 |
| 7a21 | 7a22 | 7a23 | 7a24 | 7a25 | 7a26 | 7a27 | 7a28 | 7a29 | 7a30 |
| 7a31 | 7a32 | 7a33 | 7a34 | 7a35 | 7a36 | 7a37 | 7a38 | 7a39 | 7a40 |
| 7a41 | 7a42 | 7a43 | 7a44 | 7a45 | 7a46 | 7a47 | 7a48 | 7a49 | 7a50 |
| 7a51 | 7a52 | 7a53 | 7a54 | 7a55 | 7a56 | 7a57 | 7a58 | 7a59 | 7a60 |
| 7a61 | 7a62 | 7a63 | 7a64 | 7a65 | 7a66 | 7a67 | 7a68 | 7a69 | 7a70 |
| 7a71 | 7a72 | 7a73 | 7a74 | 7a75 | 7a76 | 7a77 | 7a78 | | |

# Extra, Extra...Read All About It

## Media - Reading Newspapers A Unit for Grade 7

### Analysis Of Unit Components

7 Subtasks
42 Expectations
45 Resources
47 Strategies & Groupings

-- Unique Expectations --
23 Language Expectations

### Resource Types

2 Rubrics
14 Blackline Masters
0 Licensed Software
7 Print Resources
0 Media Resources
3 Websites
17 Material Resources
1 Equipment / Manipulatives
0 Sample Graphics
1 Other Resources
0 Parent / Community
0 Companion Bookmarks

### Groupings

7 Students Working As A Whole Class
2 Students Working In Pairs
7 Students Working In Small Groups
6 Students Working Individually

### Assessment Recording Devices

4 Anecdotal Record
3 Checklist
1 Rating Scale
1 Rubric

### Teaching / Learning Strategies

1 Demonstration
4 Guided Exploration
1 Practice And Drill
2 Review

### Assessment Strategies

1 Classroom Presentation
4 Observation
1 Performance Task
1 Questions And Answers (oral)
1 Response Journal